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ABSTRACT

This self-study and evaluation guide on social services is one of twenty-eight guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are policy, organization, and administration; social work; recreation; camping; group residential care; and financial assistance. Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides six questions designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its social services. (Other accreditation guides are available--see note.) (JH)

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Section D-5

SELF-STUDY AND EVALUATION GUIDE | 1968 Edition

Social Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Ave.
New York, N.Y. 10016

CE 019 454

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INSTRUCTIONS

Two steps should precede the use of this section:

1. *Section A, Manual of Procedures,* should be read for an understanding of the overall framework and governing principles of the self-study and accreditation process.

2. Section B, Philosophy and Profile, should be reviewed, since it embraces the statement of the organization's philosophy of service as an indispensable base for evaluation of its work.

All key personnel including members of the organization's self-study committee should use this section to assess this function or program.

In the parentheses ( ) preceding the standard, insert a symbol according to the following system to indicate the extent to which the organization's practice meets the standard.

E - *Excellent.* The organization meets the standard to the fullest extent and functions excellently in regard to it.

S - *Satisfactory.* The organization meets the standard to the fullest extent and functions well in regard to it; or it meets the standard to a satisfactory extent (i.e., not full coverage) and functions excellently in regard to it.

A - *Adequate.* The organization meets the standard to a satisfactory extent but functions acceptably in regard to it.

P - *Partial.* The organization meets the standard to a satisfactory extent but functions poorly in regard to it; or it meets the standard to a partial extent but functions acceptably in regard to it.

M - *Minimal.* The organization meets the standard only to a partial extent and functions poorly in regard to it; or it makes no provision for meeting the standard.

NA - The standard does not apply to the organization. Explain under *Comments*.

Note. Just as not all of the standards necessarily apply to all organizations, not all activities of a particular organization are necessarily covered by certain standards. The space provided under *Comments* should be used to note any important feature or characteristic of the organization's activities relating to the subject but not explained by the standard or rating.

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LIST OF SELF-STUDY AND EVALUATION GUIDES

This section is intended to be used in combination with other self-study and evaluation guides listed below.* An organization undertaking a self-study will need the first seven sections (*A* through *C-5*), all *D* sections pertaining to the organization's services, *E* forms for the administrative, technical and professional staff and the evaluation summary and report, *Section F*.

Copies of each section may be purchased at nominal cost according to each organization's needs from the National Accreditation Council, 79 Madison Avenue, New York, NY 10016.

SECTION	TITLE
A	*Manual of Procedures*
B	*Agency and Community Profile*
C-1	*Function and Structure*
C-2	*Accounting for Services and Finances*
C-3	*Personnel Administration and Volunteer Service*
C-4	*Physical Facilities*
C-5	*Public Relations and Fund Raising*
D-2A	*Orientation and Mobility Services*
D-2B	*Orientation and Mobility Services (Dog Guide Programs Only)*
D-3	*Rehabilitation Centers*
D-4	*Workshop Services*
D-5	*Social Services*
D-6	*Vocational Services*
D-7	*Production of Reading Materials*
D-8	*Rehabilitation Teaching Services*
E	*Individual Staff Member Information Form*
F	*Evaluation Summary and Report*

* A special series of sections is available for use by special schools for blind and visually handicapped children and youth. These sections are being extensively revised during 1977-79. The revision project includes the development of standards and a self-study and evaluation guide for preschool services and a section on other service programs not covered by existing NAC program service standards. The project also includes revisions of sections *A*, *B* and *F*. Information may be obtained about these developments from the National Accreditation Council.

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SOCIAL SERVICES

Guiding Principles

Social services, which include many direct professional services to individuals, families and groups, cover a broad range of basic needs common to all people. For purposes of these standards, social services have been divided into six classifications: social work, rehabilitation teaching,* recreation, camping, group residential care and financial assistance.

Any or all of these services may be provided by specialized agencies serving only blind and visually handicapped persons, or by generalized agencies, voluntary or governmental, which serve the blind and visually handicapped along with the sighted. In whatever setting, it is essential that social services be provided by professionally trained personnel whose basic knowledge is supplemented by understanding of and experience with the specialized needs created by blindness. To work effectively with blind persons, it is necessary to understand the nature of visual handicaps, to recognize the additional needs inherent in the loss or diminution of vision and to be aware of individual and social implications of reactions to the handicap. The focus, however, remains on the person and his environment and not on the handicap itself.

Since an individual agency does not necessarily give all of the six classifications of social services described herein, the standards have been divided into separate sections for the respective classifications. Preceding these, *Part 1, General Standards of Policy, Organization and Administration*, presents material applicable to all six classifications; as noted, it constitutes an integral part of each succeeding section.

THE STANDARDS

1. GENERAL STANDARDS OF POLICY, ORGANIZATION AND ADMINISTRATION

The following standards are applicable to, and constitute an integral part of, the standards presented in the six succeeding sections for specific categories of social services.

1.1 POLICIES AND PRINCIPLES. All social services observe the principles related to confidentiality, fees and non-discrimination which appear in *Section C-1, Function and Structure.*

( ) 1.2 BUDGET. A budget for each agency service is prepared by the director of the service in consultation with both the agency administrator and the staff of the service.

( ) 1.2.1 The budget is developed for a specified period.

( ) 1.2.2 Priorities among services are determined and costs computed.

( ) 1.2.3 The budget reflects ongoing development and implementation of the present program, staff development, research and new and emerging needs.

( ) 1.2.4 The budget request is based on unit costs and is supported by appropriate evidence.

1.2.5 Other budgeting standards set forth in *C-2, Financial Accounting and Service Reporting* are met. (Ratings and evaluations are provided in *C-2.*)

---

* In 1977 rehabilitation teaching was removed from this section as noted on page 13.

EVALUATION

[ ] 1. *To what extent do the service directors consult with their staff and the agency administrator in preparing the budget for each agency service?*

[ ] 2. *How adequately do the budgets for each service provide for implementation of ongoing program, staff development, research and new and emerging needs?*

Comments:

1.3 PERSONNEL ADMINISTRATION. The standards set forth in *C-3, Personnel Administration and Volunteer Service* are observed. (Ratings and evaluations are provided in *C-3.*)

( ) 1.4 STAFF DEVELOPMENT. Each service director is responsible for the ongoing staff development program of his service and for promoting a wide range of opportunities for professional development.

( ) 1.4.1 The agency administrator and the service director make specific plans for workshops, institutes, conferences, in-service training, etc., as well as provision for continued education.

Comments:

( ) 1.5 STAFFING. Established services are adequately staffed.

( ) 1.5.1 There is adequate staff coverage during peak periods.

( ) 1.5.2 Vacations of staff are arranged so that services are not adversely affected.

( ) 1.5.3 There is staff coverage on evenings and weekends if appropriate.

( ) 1.5.4 Arrangements are made, when appropriate, for emergency service when the agency is not open.

Comments:

( ) 1.6 WORKLOAD. Each service director, with appropriate staff involvement and in consultation with the agency administrator, defines an appropriate expection of production.

( ) 1.6.1 Assignments are arranged so that the emphasis is on direct services to clients.

( ) 1.6.2 The size of the workload allows each worker to complete assignments satisfactorily.

Comments:

( ) 1.7 CLIENT RECORDS. Client records are maintained and used as tools for diagnostic, evaluative and service purposes.

1.7.1 A client record is defined as a confidential record maintained by staff about an individual being served which includes information about those personal, familial, emotional, physical, psychological, social and economic characteristics that have a bearing on the problems which that individual has brought to the agency.

Comments:

( ) 1.8 STATISTICAL AND OTHER RECORDS. In addition to client records, appropriate other records are maintained for specific purposes defined by agency policy.

1.8.1 Standards set forth in *C-2, Accounting for Services and Finances,* are observed. (Ratings and evaluations are provided in C-2.)

( ) 1.8.2 Statistical reports reflect the present program of each service, measure its extent and help to furnish a basis for future program planning.

Comments:

1.8.3 Statistical reports on each service include:

( ) 1.8.3.1 Number of applications received during month.

( ) 1.8.3.2 Number becoming active during month.

( ) 1.8.3.3 Number of active clients.

( ) 1.8.3.4 Number of active client groups.

( ) 1.8.3.5 Number of cases closed during month.

( ) 1.8.3.6 Number of cases carried to next month.

( ) 1.8.3.7 Measure of production, such as the number and kinds of contacts with clients.

( ) 1.8.3.8 Any other data consistent with the purpose and function of the service in the agency.

Comments:

1.9 RESEARCH. Practice-based research and demonstration programs are important to agency services and community planning.

( ) 1.9.1 Research programs are conducted to determine the contributions of each service to the objectives of the agency.

( ) 1.9.2 Research or demonstration programs in relation to social service needs in the community are encouraged.

( ) 1.9.3 Staff is encouraged to participate in studies under the supervision of qualified personnel.

( ) 1.9.4 Agency budgets include provisions for research or demonstration projects.

Comments:

( ) 1.9.5 Research and demonstration projects are registered with appropriate information exchange centers, if any. Reports of completed work are made available to interested organizations, professional schools, libraries or other appropriate agencies.

Comments:

( ) 1.10 CONSULTATION. Provision is made for staff consultation with specialists as appropriate.

( ) 1.10.1 Consultants are also used in direct service to clients when appropriate.

Comments:

( ) 1.11 PLANNING. With the appropriate participation of one or more committees of the governing body and of staff, each agency service develops written plans in keeping with changing needs.

( ) 1.11.1 Short-range plans are stated in precise, detailed form.

( ) 1.11.2 Long-range plans provide general directions and guidelines.

Comments:

( ) 1.12 INTERAGENCY COOPERATION. The services in a specialized agency are purposefully integrated into the total community network of services.

( ) 1.12.1 A plan is in effect for coordination, collaboration and scheduled contacts between generalized agencies and those serving blind persons.

( ) 1.12.2 Specific agreements on the use of an agency's service by another agency are developed jointly, put in writing and periodically reviewed.

( ) 1.12.3 If the community has an information exchange service, it is utilized when appropriate.

Comments:

( ) 1.12.4 The agency, through its governing body and staff, participates in community planning and in social action for improved and expanded services.

( ) 1.12.5 The agency is active in appropriate planning councils.

( ) 1.12.6 The agency recognizes its obligation to inform other affected agencies before instituting any major change in service.

( ) 1.12.7 New programs are not inaugurated if such services are adequately provided in the community.

1.12.8 Other relevant standards set forth in *C-1, Function and Structure* are observed. (Ratings and evaluations are provided in *C-1*).

Comments:

( ) 1.13 PHYSICAL FACILITIES. Suitable physical facilities, in functional and attractive condition, are provided for staff and clients.

( ) 1.13.1 Office space and group session rooms offer privacy, including soundproofing, for interviewing and group service.

( ) 1.13.2 Rooms available for group sessions are appropriate in number and size.

( ) 1.13.3 Equipment and supplies are sufficient to carry out the stated objectives of each service, and of a quality to insure efficient use.

( ) 1.13.4 There is an appropriately furnished waiting room for clients and visitors.

1.13.5 Other relevant standards set forth in *C-4, Physical Facilities* are observed. (Ratings and evaluations are provided in *C-4*.)

Comments:

2. SOCIAL WORK

Social work is a profession directed toward the identification and modification of social, psychological and environmental factors which affect the functioning of individuals and their families. Social work practice with blind and visually handicapped persons rests on the base of knowledge, values, attitudes and skills common to all social work practice. In addition to this basic knowledge, understanding of the specialized nature and problems incident to blindness or diminution of vision is necessary. Nevertheless, the focus in social work with visually handicapped persons is not on blindness but on the person who happens to be blind, on his family and community relationships, on problems which have emerged because of loss of vision or which may have existed prior to visual difficulties.

The two major social work methods of direct service to clients – social casework and social group work – have the same aims and purposes and are mutually complementary; one is not a substitute for the other. These methods center attention on the individual and his family to enhance social functioning. Casework does this predominantly through the individual-to-individual or individual-to-family relationship; group work does it predominantly through the use of group experience and group interaction.

There are common elements of social work practice which will be found in any setting, whether social work service is the sole function of the agency or is one department of a multi-functional organization. Social work services to blind clients are available both in agencies which serve blind persons only and in those which include blind persons as an integrated part of the clientele.

Does the agency provide social work services? Yes ☐ No ☐

If yes, the agency should include *Part 2, Social Work* in its self-study.

( ) 2.1 STRUCTURE. When social work service is provided by an agency, it is an integral part of the overall functional structure.

( ) 2.1.1 Administrative authority and responsibilities are clearly delineated in writing.

( ) 2.1.2 Responsibility for the service is assigned to professionally qualified staff.

( ) 2.1.3 Purposes of the service, and policies for providing it, are stated in writing.

( ) 2.1.4 The service is planned and organized in line with statutory requirements and with participation by the governing body or its committees, by staff and by community and client groups where appropriate.

( ) 2.1.4.1 Plans and organizational structure of the service are reviewed at specified intervals.

Comments:

( ) 2.2 PURPOSE. The service is designed to identify and meet the existing, emerging and changing needs of clients and community.

Comments:

( ) 2.2.1 The social work service in a specialized agency complements and supplements, but does not duplicate, the services of other recognized community agencies with adequate facilities, program and leadership.

Comments:

( ) 2.3 FUNCTIONS. Social work responsibilities are clearly outlined.

( ) 2.3.1 Responsibilities of social work are: case finding, intake, social study, diagnosis, treatment, referral for service.

( ) 2.3.2 Social work functions are performed by professional social workers.

( ) 2.3.2.1 Under supervision of a professional social worker, certain functions may be performed by skilled assistants.

(Note: Ratings and Evaluations relating to the qualifications of the social work service staff are made in conjunction with standards 2.7, 2.10, 2.11 and 2.12.)

Comments:

2.4 SCOPE OF PRACTICE. Social work practice includes the following elements:

( ) 2.4.1 Direct service through casework and group work in the areas of reception, intake, information, referral, ongoing service, termination and followup.

( ) 2.4.2 Consultation with and to other staff members in the agency, or outside if appropriate.

( ) 2.4.3 Interpretation of social work services within and outside the agency.

( ) 2.4.4 Active participation in practice-based research.

( ) 2.4.5 Participation in community organization and in social action in appropriate areas of service.

Comments:

( ) 2.5 NEEDS OF CLIENTS. Social work service, based on stated objectives, is designed to meet individual and group needs of clients.

( ) 2.5.1 Plans are appropriate for varying age groups and are in line with statutory requirements and agency policy.

( ) 2.5.1.1 Families are included in the planning where appropriate.

Comments:

( ) 2.5.2 There is a written plan for each individual and group.

( ) 2.5.2.1 The plan is flexible enough to allow for changing needs.

( ) 2.5.2.2 The plan is periodically reviewed and evaluated.

( ) 2.5.2.3 The progress of the client and his reaction to the social work service are recorded.

Comments:

( ) 2.6 CONSULTATION. Consultation with other staff is regularly scheduled in order to coordinate with, and make full use of, the resources of other professional disciplines within the agency.

Comments:

( ) 2.7 QUALIFICATIONS OF DIRECTOR. The Director of Social Work Service (common alternate titles: Chief Social Worker, Director of Social Service) is professionally qualified according to the following criteria:

( ) *Education:* Graduation from an accredited school of social work or, alternatively, membership in the National Association of Social Workers.

( ) *Experience:* Five to seven years of experience in direct service.

( ) *Special Skills:* Supervision, administration, planning.

(Note: *Section E, Individual Staff Member Information Form* should be completed by each member of the social work staff in the categories enumerated in standards 2.7, 2.10, 2.11 and 2.12.)

Comments:

( ) 2.8 RESPONSIBILITIES OF DIRECTOR. The director is responsible for organizing, administering and supervising the social work service.

( ) 2.8.1 The director, with the approval of the agency administrator, is responsible for selection, evaluation, promotion or termination of social work staff.

( ) 2.8.1.1 The director is administratively responsible for all social workers, even though their work assignments may be made to a collateral service.

Comments:

( ) 2.8.2 The director makes an effort to have various appropriate skills represented in his staff.

Comments:

2.8.3 Where there is only one social worker in an agency:

( ) 2.8.3.1 He is responsible for both the direct service and its administration.

( ) 2.8.3.2 If skilled in only one method of social work, he supplements this by employing outside consultants in other direct service methods.

Comments:

( ) 2.9 SUPERVISION. The agency staffing plan provides for professional social work supervision.

( ) 2.9.1 Provision is made for periodic individual and group conferences of staff members.

2.9.2 If only one or two social workers are employed in an agency, indicate by rating the appropriate item below, which of the following provisions apply:

( ) 2.9.2.1 Supervision of practice is provided by the administrator of the agency if he is professionally qualified in the same discipline; or

( ) 2.9.2.2 A professionally qualified consultant is provided through an outside source; or

( ) 2.9.2.3 The social worker(s) meet(s) the qualifications (*2.11.1*) for Social Worker Grade II.

Comments:

( ) 2.9.3 Administrative supervision is given through the appropriate administrative line.

Comments:

(Note: *Section E, Individual Staff Member Information Form(s)* should be completed by each member of the social work staff in the categories enumerated in standards *2.10, 2.11* and *2.12* below.)

2.10 QUALIFICATIONS OF SUPERVISOR. The Supervisor of Social Work (common alternate titles: Supervisor of Social Casework, Supervisor of Social Group Work, Supervisor of Social Service) is professionally qualified according to the following criteria:

( ) *Education:* Graduation from an accredited school of social work or, alternatively, membership in the National Association of Social Workers.

( ) *Experience:* Four years of experience in direct service.

( ) *Special Skills:* Ability to conceptualize and teach practice to others; ability to give highly skilled direct service, ability to help others carry out expectations of agency; ability to supervise.

Comments:

2.11 QUALIFICATIONS OF SOCIAL WORKERS. Social workers are responsible for direct service to individuals and groups. They are graded according to their professional qualifications on the following scale or through some comparable system of classification:

2.11.1 Social Worker Grade II (common alternate titles: Social Worker II, Social Group Worker II, Social Caseworker II) meets the following criteria:

( ) *Education:* Graduation from an accredited school of social work or, alternatively, membership in the National Association of Social Workers.

( ) *Experience:* Two years of experience under a qualified supervisor.

( ) *Special Skills:* Ability to carry out casework or group work assignments with a decreasing need for supervision.

Comments:

2.11.2 Social Worker Grade I (common alternate titles: Social Worker I, Social Group Worker, Social Caseworker) meets the following criteria:

( ) *Education:* Graduation from an accredited school of social work or, alternatively, membership in the National Association of Social Workers.

( ) *Experience:* None except that which was part of field work training.

( ) *Special Skills:* Ability to carry out casework or group work assignments under regular supervision.

Comments:

2.12 QUALIFICATIONS OF SOCIAL WORK ASSISTANTS. Social work assistants, although not professionally educated for social work, have ability to take and gain from close supervision by a professional social worker, to absorb concepts in an increasingly professional manner and translate them into practice. They are graded according to their qualifications on the following scale or through some comparable system of classification:

( ) 2.12.1 Social Work Assistant II (common alternate titles: Casework Assistant II, Group Work Assistant II) meets the following criteria: graduation from an accredited four-year college or university plus one year of graduate social work training; or graduation from an accredited four-year college or university plus two years or more of full-time paid experience in a welfare organization.

Comments:

( ) 2.12.2 Social Work Assistant I (common alternate titles: Casework Assistant I, Group Work Assistant I) is a graduate of an accredited four-year college or university.

Comments:

( ) 2.13 OTHER STAFF. Adequate clerical staff is available; an adequate maintenance staff is employed to keep facilities and equipment in functional and attractive condition.

Comments:

2.14 VOLUNTEERS. Volunteers are selected, trained, placed and supervised in accordance with the standards set forth in *C-3, Personnel Administration and Volunteer Service.* (Ratings and evaluations are provided in *C-3.*)

2.15 ADDITIONS TO GENERAL STANDARDS. In addition to the general standards stated in Part 1, social work service entails the following specifics:

( ) 2.15.1 The client record (*1.7*) is used to keep sequential material about an individual or group; it includes intake, psychosocial diagnosis, treatment plan, course of treatment and outcome.

Comments:

2.15.2 Physical facilities (*1.13*) for social work service require:

( ) 2.15.2.1 Office space and private interviewing space for each social worker.

( ) 2.15.2.2 Suitable conference space for family interviewing and small group conferences.

( ) 2.15.2.3 Dictating equipment and privacy to use it.

( ) 2.15.2.4 A separate room for files.

Comments:

3. REHABILITATION TEACHING

NOTE

Standards for rehabilitation teaching were revised by NAC in 1977 and published as a separate self-study and evaluation guide, *Section D-8, Rehabilitation Teaching Services.*

Accordingly, the text of pages 13-20 in the original printing of this section have been deleted from this revised edition and the following pages have been renumbered.

4. RECREATION

Recreation is a necessary component in the life of each individual. By giving him the opportunity to balance stress with relaxation, recreation offers each person the potential to live in harmony with himself and his environment.

Recreation, which occurs during leisure or unobligated time when pressure and compulsion are minimal, may consist of any experience or activity which the individual considers recreative. Some of the broad categories of experience commonly deemed recreative are: arts and crafts, collecting, dance, drama, games, sports and other physical activities, language activity (creative writing, choral reading, discussion groups, etc.), instrumental and vocal activities (listening and creating), camping and nature activities, religious activities (discussions, festivals, etc.), social activities (parties, dinners, etc.), aquatics and other water-related activities such as fishing and boating.

The provision of recreation services for visually handicapped persons rests on the base of knowledge, values, attitudes and skills common to all recreation principles and practice. In addition to this basic knowledge, understanding of the specialized nature of problems incident to blindness or diminution of vision is necessary.

Recreation service for blind persons must offer a variety of activities to meet the range of individual needs. There needs to be awareness that sensory deprivation limits some activities, and that teaching techniques may need modification or adaptation. Nevertheless, the service must focus on the person and not on his visual handicap. The cardinal principle remains that what is done *by* the person is more important than what is done *for* him, and that what happens *to* the person as a result of the recreative experience is of the greatest importance of all.

Does the agency provide recreation services? Yes ☐ No ☐

If yes, the agency should include *Part 4, Recreation* in its self-study.

( ) 4.1 STRUCTURE. When recreation service is provided by an agency, it is an integral part of the overall functional structure.

( ) 4.1.1 Administrative authority and responsibilities are clearly delineated in writing.

( ) 4.1.2 Responsibility for the service is assigned to professionally qualified staff.

( ) 4.1.3 Purposes of the service, and policies for providing it, are stated in writing.

( ) 4.1.4 The service is planned and organized in line with statutory requirements and with participation by the governing body or its committees, by staff and by community and client groups where appropriate.

( ) 4.1.4.1 Program, facilities, leadership and organizational structure of the service are reviewed periodically.

( ) 4.1.4.2 Within the general policy of the agency, and where appropriate development allows, individuals and groups of participants have an opportunity to help with program planning.

Comments:

( ) 4.2 PURPOSE. The service is designed to identify and meet the existing, emerging and changing needs of clients and community.

Comments:

( ) 4.2.1 Before services are developed or a facility designed, an assessment is made of the needs and interests of the potential participants and of their present and potential capabilities and capacities.

( ) 4.2.2 The recreation service in a specialized agency complements and supplements, but does not duplicate, the services of other recognized community agencies with adequate facilities, programs and leadership.

Comments:

( ) 4.3 FUNCTIONS. Recreation responsibilities are planning, management, supervision, evaluation and control of recreation programs for clients.

( ) 4.3.1 The recreation program includes those experiences that satisfy the mental, social, physical and emotional needs of the participants and that provide regular opportunities to engage in a variety of activities individually or in a group.

( ) 4.3.2 Recreation functions are performed by professional recreation staff.

Comments:

( ) 4.3.2.1 Under supervision of professional staff, certain functions may be performed by skilled assistants or by well trained volunteers.

( ) 4.3.2.2 A social group worker may be used by plan in certain of these functions.

(Note: Ratings and evaluations relating to the qualifications of recreation service staff are made in conjunction with standards *4.9, 4.11, 4.12* and *4.13*.)

Comments:

4.4 SCOPE OF SERVICE. Recreation services include the following functions:

( ) 4.4.1 Direct service to individuals and groups through a variety of recreative experiences.

( ) 4.4.2 Consultation with and to other staff members in the agency, or outside when appropriate.

( ) 4.4.3 Consultation with participants on their interests, needs and capabilities.

( ) 4.4.4 Referral to community recreation groups, when so determined by the staff, and followup on participants.

Comments:

( ) 4.5 CONSULTATION. Consultation with other staff is regularly scheduled in order to coordinate with, and make full use of, the resources of other professional disciplines within the agency.

Comments:

( ) 4.6 NEEDS OF CLIENTS. Recreation service, based on stated objectives, is designed to meet the needs, competencies, capabilities and interests of individuals and groups.

( ) 4.6.1 Plans are appropriate for varying age groups, and are in line with statutory requirements and agency policy.

( ) 4.6.2 Families are included in the planning where appropriate.

Comments:

( ) 4.6.3 There is a written plan for each individual and group.

( ) 4.6.3.1 The plan is flexible enough to allow for changing needs.

( ) 4.6.3.2 Each individual plan and each group program is periodically reviewed and evaluated.

( ) 4.6.3.3 Progress of the individual and his reaction to the recreation service are recorded.

Comments:

( ) 4.6.4 Planning includes movement of the individual into appropriate community groups.

Comments:

( ) 4.6.5 The recreation director establishes the method by which the needs, interests and capabilities of participants are assessed.

( ) 4.6.5.1 An interview is held with each prospective participant to this end.

Comments:

( ) 4.6.6 Provision is made for the conduct of individual, small group and large group activities.

( ) 4.6.6.1 A variety of activities in each category is provided.

( ) 4.6.6.2 Allowance is made, and opportunities provided, for the participant to become progressively skilled.

Comments:

( ) 4.6.7 The program includes activities designed for carryover to the home or community.

Comments:

( ) 4.7 SPECIAL NEEDS OF VISUALLY HANDICAPPED. Because visual handicaps often cause immobility, opportunity is presented for a choice of at least one physically stimulating activity such as games, bowling, skating, golf, walking, gymnastics, fencing, running, swimming, wrestling, dancing.

( ) 4.7.1 The recreation program is also devised to help break down the isolation of visually handicapped persons.

Comments:

4.8 QUALIFICATIONS OF DIRECTOR. The Director of Recreation Service (common alternate titles: Chief of Recreation, Superintendent of Recreation) is professionally qualified according to the following criteria:

( ) *Education and Experience:* Master's degree from an accredited college or university, with a major in recreation for the ill and handicapped, or similar major, plus five years of experience in that field. Alternatively, a master's degree from an accredited college or

university, with a major in recreation, plus seven years of experience in that field, plus 12 graduate credits in recreation for the ill and handicapped.

( ) *Special Skills:* Supervision, administration, planning.

(Note: *Section E, Individual Staff Member Information Form* should be completed by each member of the recreation service staff in the categories enumerated in standards *4.8, 4.11, 4.12* and *4.13.*)

Comments:

( ) 4.9 RESPONSIBILITIES OF DIRECTOR. The director is responsible for organizing, administering and supervising the recreation service.

( ) 4.9.1 The director, with the approval of the agency administrator, is responsible for selection, evaluation, promotion or termination of recreation staff.

( ) 4.9.1.1 The director of the recreation service is administratively responsible for all recreation staff although work assignments may be made to a collateral service.

Comments:

( ) 4.9.2 The director makes an effort to have various appropriate skills represented in his staff.

Comments:

4.9.3 Where there is one recreation worker in an agency:

( ) 4.9.3.1 He is responsible for both the direct service and its administration.

( ) 4.9.3.2 If skilled in only one area of recreation, he supplements this by employing outside consultants in the other areas.

Comments:

( ) 4.10 SUPERVISION. The agency staffing plan provides for professional supervision of the recreation service.

( ) 4.10.1 Provision is made for periodic individual and group conferences of staff members.

4.10.2 If only one or two recreation workers are employed in the agency, indicate by rating the appropriate item below, which of the following provisions apply:

( ) 4.10.2.1 Supervision of practice is provided by the administrator of the agency if he is professionally qualified in the discipline; or

( ) 4.10.2.2 A professionally qualified consultant is provided through an outside source; or

( ) 4.10.2.3 The recreation worker(s) meet(s) the qualifications for Recreation Worker Grade II (*4.12.1*).

Comments:

( ) 4.10.3 Administrative supervision is given through the appropriate administrative line.

Comments:

4.11 QUALIFICATIONS OF SUPERVISOR. The Supervisor of Recreation is professionally qualified according to the following criteria:

( ) *Education and Experience:* Master's degree from an accredited university or college with a major in recreation for the ill and handicapped, or similar major, plus three years of experience in that field. Alternatively, a master's degree from an accredited college or university with a major in recreation plus three years of experience in that field, plus 12 graduate credits in recreation for the ill and handicapped.

( ) *Special Skills:* Ability to conceptualize and teach practice to others; ability to understand individual and group dynamics; ability to give highly skilled direct service; ability to help others carry out expectations of agency; ability to supervise.

Comments:

4.12 QUALIFICATIONS OF RECREATION WORKERS. Recreation workers are responsible in varying degrees, according to their competence, for direct service to individuals and groups. They are graded according to their professional qualifications on the following scale or through some comparable system of classification:

4.12.1 Recreation Worker Grade II (common alternate titles: Recreation Leader, Senior Recreation Worker) meets the following criteria:

( ) *Education:* Bachelor's degree from an accredited university or college with a major in recreation or in recreation for the ill and handicapped. Alternatively, a bachelor's degree from an accredited university or college with a major in a field of study appropriate to a specialized recreation function, e.g., music, drama, dance, etc.

( ) *Experience:* Two years of experience in direct leadership under a professional qualified supervisor.

( ) *Special Skills:* Ability to carry out leadership of recreation groups with a decreasing need for supervision; ability to understand individual and group dynamics.

Comments:

4.12.2 **Recreation Worker Grade I** (common alternate titles: Recreation Leader, Junior Recreation Worker) meets the following criteria:

( ) *Education:* Bachelor's degree from an accredited college or university with a major in recreation or recreation for the ill and handicapped. Alternatively, a bachelor's degree from an accredited university or college with a major in the field of study appropriate to a specialized recreation function, e.g., music, drama, dance, etc.

( ) *Experience:* None except that which was part of field work training under regular and close supervision by a qualified supervisor.

( ) *Special Skills:* Ability to carry out recreation leadership assignments under regular supervision.

Comments:

4.13 QUALIFICATIONS OF RECREATION ASSISTANTS. Recreation assistants, although not professionally educated for recreation, have ability to take and gain from close supervision by a professional recreation worker, to absorb concepts in an increasingly professional manner and translate them into practice. They are graded according to their qualifications on the following scale or through some comparable system of classification:

( ) 4.13.1 Recreation Assistant II (common alternate titles: Recreation Specialist, Recreation Aide II) is a graduate of a four-year high school and has one year of experience in recreation under a qualified supervisor.

Comments:

( ) 4.13.2 Recreation Assistant I (common alternate titles: Recreation Specialist, Recreation Aide I) is a graduate of a four-year high school.

Comments:

4.14 VOLUNTEERS. Volunteers are selected, trained, placed and supervised in accordance with the standards set forth in *C-3, Personnel Administration and Volunteer Service.* (Ratings and evaluations are provided in *C-3.*)

( ) 4.15 OTHER STAFF. Adequate clerical staff is available; an adequate maintenance staff is employed to keep facilities and equipment in functional and attractive condition.

( ) 4.15.1 Checklists on the maintenance and condition of equipment are kept by both the professional and service staff.

Comments:

4.16 GENERAL STANDARDS. The general standards stated in Part 1 are observed and are amplified by the specific standards that follow.

( ) 4.17 CLIENT RECORDS. The recreation director sees to it that intake records show leisure or play habits and desires.

( ) 4.17.1 Medical etiology, evaluation and prognosis are available to recreation director and staff as a guide to client's participation in recreation activities.

( ) 4.17.1.1 Each participant has a health examination once a year.

( ) 4.17.1.2 The medical records state what is contraindicated in the way of activity.

Comments:

( ) 4.18 OTHER RECORDS. Records are maintained relating to budget and finances, inventories, procurement of equipment and supplies, accidents, first aid or medical treatment of participants, status of equipment.

Comments:

( ) 4.19 PARTICIPATION IN SIGHTED GROUPS. The recreation service, with appropriate consultation, devises methods for integrating visually handicapped participants into sighted recreation groups in the community when such participation is indicated by the individual's needs, interests and capabilities.

( ) 4.19.1 The staff person responsible for the recreation service refers to appropriate selected community programs those participants who are ready and who have indicated an interest in becoming part of a sighted group.

( ) 4.19.2 Before referral and placement, designated recreation staff members work with the community agency – its staff and participants – in order that they understand the needs of visually handicapped persons and be accepting of them.

( ) 4.19.3 When possible, a recreation counselor is employed for the specific purpose of guiding, directing and following the progress of participants who are ready for a recreation program with sighted groups.

( ) 4.19.4 The staff assumes responsibility for helping community agencies accept blind clients in their programs.

Comments:

( ) 4.20 OFFICE SPACE. There is a separate office for the director and one for the supervisor.

( ) 4.20.1 Other full-time staff members may share office space as long as each is provided a desk, chair, file, bookcase and telephone.

Comments:

( ) 4.21 EQUIPMENT AND SUPPLIES. Equipment and supplies are sufficient to carry out the stated objectives of the recreation service and the activities offered.

( ) 4.21.1 All equipment is kept in safe operating condition at all times.

( ) 4.21.1.1 Equipment is checked before each use to determine that it can be used safely.

( ) 4.21.2 Sufficient equipment is kept in repair so that all who wish to use it may do so.

( ) 4.21.2.1 A recreation staff member is assigned responsibility for reporting needed equipment repairs.

( ) 4.21.3 Inventories are reviewed regularly to determine that there is sufficient equipment to meet requirements of participants.

( ) 4.21.3.1 There is a reserve supply of equipment which may be subject to unexpected breakdown, e.g., record player needles.

( ) 4.21.3.2 Replacements are made before old equipment is completely worn out.

( ) 4.21.4 Policies and procedures are established for the use of all equipment to insure each participant maximum opportunity for use.

( ) 4.21.4.1 A checkout system is in operation for equipment and supplies.

( ) 4.21.5 Where necessary and possible, adaptations are made to equipment and supplies to render them usable by visually handicapped persons.

Comments:

( ) 4.22 STORAGE FACILITIES. Sufficient storage facilities are provided for large and small equipment and supplies.

( ) 4.22.1 Multipurpose rooms have storage space for the materials for each activity conducted therein.

( ) 4.22.2 Craft rooms have table space, storage space for projects, storage space for equipment, water, disposal facilities, electrical outlets, safety guards on woodworking equipment and any other needed features.

Comments:

( ) 4.23 INDOOR FACILITIES. The area for indoor activities is so located as to allow for easy access by participants.

( ) 4.23.1 All indoor space is adequately heated, lighted and ventilated and provides a comfortable and attractive environment for participants.

( ) 4.23.2 All rooms are equipped to provide for the particular activities conducted in that room.

( ) 4.23.3 Multipurpose rooms are provided which meet the local and state architectural health and safety standards for the number of occupants and activity intended.

( ) 4.23.4 A multipurpose room is provided to serve as gymnasium, auditorium and assembly area for large groups.

( ) 4.23.5 Space is provided for each aspect of the program.

( ) 4.23.5.1 Separate spaces are provided for cultural activities (dance, music), for quiet activities (cards, discussion), for noisy activities (workshop).

( ) 4.23.6 A kitchen facility is available for large and small groups.

( ) 4.23.7 Library facilities are available (see *D-2, Library Services*).

( ) 4.23.8 The recreation space includes a lounge area which can be used for individual and group activities.

( ) 4.23.9 Indoor swimming opportunities available in the community are used to advantage.

( ) 4.23.10 Participants have toilet and cloakroom facilities available on the same floor(s) as the activity areas.

Comments:

( ) 4.24 OUTDOOR FACILITIES. Outdoor space is available for program activities.

( ) 4.24.1 Advantage is taken of suitable or adaptable adjacent outdoor areas belonging to the agency.

( ) 4.24.2 Space in a park or other outdoor facility is regularly available to the agency during the season when outdoor activities are indicated.

( ) 4.24.3 Outdoor facilities provide for a variety of program activities: lounge activities, quiet and active games, crafts, music, dancing, cookouts, gardening, nature programs, individual and team sports of all types, swimming, boating, water skiing, archery, horseback riding.

( ) 4.24.4 Gardening and nature activities are provided to give maximum sensory and aesthetic experience at all seasons of the year.

( ) 4.24.4.1 Assistance and materials supplied by horticultural, agricultural and nature study societies are utilized.

5. CAMPING

Both organized resident camping and organized day camping are sustained experiences in group living in a natural environment under the supervision of trained leadership. Resident camping refers to a program carried out in a facility over a period of at least 24 hours; it entails sleeping away from home. Day camping refers to a program carried out in a facility for short periods of time, usually five to six hours; it does not involve sleeping away from home.

Camping – residential or day – is one part of a total educational-recreational program devised for children and adults. It may be carried out as the sole program of an agency or it may be part of a network of services. A number of agencies serving handicapped persons, including some which serve only the blind, operate camps as part of their services. On the other hand, for many years a large number of visually handicapped children and adults have attended camps with non-handicapped persons.

Blindness in itself need no longer be considered a basis for camping in a segregated setting. However, blindness does create particular needs; provision must be made within the camp setting to give special services to blind children and adults to enable them to have satisfying and productive experiences in the out-of-doors.

It is essential that a camp setting provide an environment in which there is full respect and acceptance of each individual, with his strengths and limitations. This applies equally to camps serving only the blind and to those integrating the visually handicapped person into a generalized camp program.

The standards which follow apply to any setting, specialized or generalized, where visually impaired children and adults are involved in the camping program. They embrace standards developed by authoritative bodies which have long concerned themselves with improvement of camping services.

Does the agency provide camping services? Yes ☐ No ☐

If yes, the agency should include *Part 5, Camping* in its self-study.

( ) 5.1 GENERALIZED CAMPS. The camp which serves handicapped and non-handicapped persons in an integrated setting is operated in accordance with the standards set by the American Camping Association.[1]

Supplemental Data:

1. Does the agency operate or use camping facilities that serve both the visually handicapped and non-handicapped in an integrated setting? Yes ☐ No ☐

   (Note: Camps operated primarily for the visually handicapped, while they may also serve non-handicapped members of their family as well, should be evaluated in relation to standard *5.2* below.)

2. Is the camp accredited by the American Camping Association? Yes ☐ No ☐

3. If accredited, please give the date accredited status was last granted or renewed.

   _____

4. Were any conditions placed on the accredited status? Yes ☐ No ☐

[1]For specific information concerning applicable standards of the American Camping Association, write to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

5. If so, please describe briefly.

_____

_____

_____

Comments:

( ) 5.2 CAMPS FOR HANDICAPPED PERSONS. The camp which serves handicapped persons only is operated in accordance with the standards set by the National Society for Crippled Children and Adults. [2]

Supplemental Data:

1. Indicate the number and location of the camping facilities operated by the agency.

_____

_____

_____

2. Which type of camping is offered (residential, day or both), and what are the age ranges of campers served?

_____

_____

_____

3. Are the camping facilities operated by the agency accredited by the American Camping Association? Yes ☐ No ☐

4. If yes, please give the date accredited status was last granted or renewed.

_____

5. Were any conditions placed on the accredited status? If so, please describe briefly.

_____

_____

_____

6. List the local and state authorities that have issued licenses for the operation of the camp and the date of the lastest inspection(s).

_____

_____

_____

7. Were any conditions or restrictions placed on the licensed status by the licensing authority? Yes ☐ No ☐

[2] For specific information concerning applicable standards of the National Society for Crippled Children and Adults and the American Camping Association, write to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

8. If yes, please describe briefly.

_____

_____

_____

9. Has the camp made use of consultative services regarding facilities, development of program or operating procedures? Yes ☐ No ☐

10. If yes, please specify the agency providing the consultation and the date.

_____

_____

_____

Comments:

( ) 5.3 SPECIAL NEEDS OF BLIND PERSONS. Provision is made for meeting the special needs of blind persons.

( ) 5.3.1 They are given orientation to physical surroundings.

( ) 5.3.2 They are helped to achieve maximum mobility within the physical environment.

( ) 5.3.3 Staff is aware of special techniques of guiding blind persons.

( ) 5.3.4 They are given assistance with personal care.

( ) 5.3.5 Special aids and devices are available, such as talking book machines, braille and script writers, recreational equipment, personal aids.

( ) 5.3.6 When there is no person on the staff with specific knowledge and skills in working with blind persons, arrangements are made with specialists to provide orientation, in-service training and ongoing consultation to the camp staff.

Comments:

5.4 PROFESSIONAL SERVICES. When professional services are provided in the camp, those giving the service meet the qualifications for professional personnel set in the other parts of this section. (Ratings and evaluations on qualifications of personnel are provided in *Parts 2, 3* and *4* of this section, *D-5.*)

5.5 GENERAL STANDARDS. The general standards stated in *Part 1* are observed, as are applicable sections of other standards in this volume for administration and service programs. (Ratings and evaluations are provided in *Part 1* of this section, *D-5.*)

6. GROUP RESIDENTIAL CARE

Group living for adults or children in an environment which has varying degrees of centralized control has been traditionally called "institutional care." Present-day settings, however, are more appropriately described as "group residences." The two terms are used interchangeably herein. Foster family care for children or adults is not included in these standards.

A group residence is one of a number of community resources which may be available for adults or children for whom residential care is indicated. The decision about the type of care suitable for the individual is based on a sound professional appraisal.

Many blind persons live in generalized group residential care settings; others in special settings for the blind only. Blindness in itself need no longer be considered a basis for placement in a segregated residential setting, although it does create particular needs. In a generalized setting, provision must be made for special services to enable blind persons to live satisfying and productive lives.

A residential setting must provide an environment in which there is full respect for and acceptance of each individual, with his strengths and limitations. In the intimacy of a residential setting, privacy and confidentiality are significant expressions of such respect and must be carefully safeguarded.

The following standards obtain wherever blind children or adults are in residence, whether the setting is specialized or general, temporary or permanent. As will be seen, they embrace standards developed by authoritative bodies which have long concerned themselves with improvement of group residential services.

Does the agency provide group residential care for children (excluding residential schools for blind and visually handicapped children[3])? Yes ☐ No ☐

Does the agency provide group residential care for adults? Yes ☐ No ☐

If yes, the agency should include *Part 6, Group Residential Care* in its self-study.

( ) 6.1 LICENSING. All licensing and certification requirements of the state in which the institution is located are met and the institution is duly licensed.

Supplemental Data:

1. List the local and state authorities which have issued licenses or certificates for the operation of the group residential care facility and the date of the latest inspection(s).

_____

_____

_____

2. Were any conditions or restrictions placed on the licensed or certified status by the licensing authority? Yes ☐ No ☐

3. If yes, please describe briefly.

_____

_____

_____

[3] Residential schools should use the *Self-Study and Evaluation Guide for Residential Schools*, which has been developed especially for the self-study and evaluation of that type of residential facility.

Comments:

( ) 6.2 ADMISSIONS. Admissions for residential care are based on a defined procedure of study and evaluation of the needs of applicants.

Comments:

( ) 6.3 SPECIAL NEEDS OF BLIND PERSONS. Provision is made for meeting the special needs of blind persons.

( ) 6.3.1 They are given orientation to physical surroundings.

( ) 6.3.2 They are helped to achieve maximum mobility within the physical environment.

( ) 6.3.3 Staff is aware of special techniques of guiding blind persons.

( ) 6.3.4 They are given necessary assistance with personal care.

( ) 6.3.5 Special aids and devices are available, such as talking book machines, braille and script writers, recreational equipment, personal and homemaking aids.

( ) 6.3.6 When there is no person on the staff with specific knowledge and skills in working with blind persons, arrangements are made with specialists to provide orientation, in-service training and ongoing consultation to the staff.

Comments:

6.4 CHILDREN. For children in group residential care, the Child Welfare League of America's *Standards for Services of Child Welfare Institutions*[4] are met in all areas other than academic classroom teaching.

Supplemental Data:

1. Does the agency provide group residential care for children? Yes ☐ No ☐
2. Is the residential care facility accredited by the Child Welfare League of America? Yes ☐ No ☐
3. If accredited, please give the date accredited status was last granted or renewed. _____

[4] For specific information concerning applicable standards of the Child Welfare League of America, write to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

4. Were any conditions placed on the accredited status? Yes ☐ No ☐

5. If so, please describe briefly. _____

_____

_____

Comments:

Group Residential Care for Adults

For adults there are three kinds of residential care facilities:

1. A residence operated by a rehabilitation facilty in which an individual lives in congregate care during his rehabilitation training.

2. A domiciliary facility (also commonly called homes for the aged or residence halls), "a facility which is designated, staffed and equipped for the care of individuals who are not in need of hospital or nursing care but who are in need of assistance with everyday essential activities of living in a protected environment."[5]

3. An extended care facility (also commonly called nursing homes or infirmaries), "an institution or a distinct part of unit thereof, however named, whether for profit or not, including facilities operated by the state or subdivision thereof, which is advertised, offered, maintained or operated for the express or implied purpose of providing accommodations and nursing and related health care for two or more individuals not related to the owner or administrator by blood or marriage within the third degree of consanguinity, which accommodations and care are for a period of twenty-four or more consecutive hours but shall not include any place providing care and treatment primarily for the acutely ill."[6]

Some institutions offer both domiciliary and extended care. In such cases each organized level of care should be evaluated separately.

( ) 6.5 ADULTS. For adults in group residential care, the standards set for residential and nursing facilities by the Joint Commission on Accreditation of Hospitals[7] are met.

Supplemental Data:	Yes	No
1. Does the agency operate a residence in conjunction with a rehabilitation facility?	☐	☐
2. Does the agency operate a domiciliary facility?	☐	☐
3. Does the agency operate an extended care facility?	☐	☐
4. Is the residential care facility accredited by the Joint Commission on Accreditation of Hospitals?	☐	☐
5. If accredited, please give the date accredited status was last granted or renewed.		

_____

[5] *Standards for Accreditation of Domiciliary Facilities*, Joint Commission on Accreditation of Hospitals, Chicago, Illinois.

[6] *Standards for Accreditation of Extended Care Facilities*, Joint Commission on Accreditation of Hospitals, Chicago, Illinois.

[7] For specific information concerning applicable standards of the Joint Commission on Accreditation of Hospitals, write to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

6. Were any conditions placed on the accredited status? If so, please describe briefly.

_____

_____

_____

Comments:

6.6 ADDITIONS TO GENERAL STANDARDS. In addition to the general standards stated in *Part 1*, group residential care entails special attention to the following specifics:

6.6.1 The institution complies with all the local fire and building codes. (Ratings and evaluations are provided in *Section C-4, Physical Facilities*.)

( ) 6.6.2 American Standards Association specifications[8] for buildings used by handicapped persons are in force.

Comments:

[8] For specific information concerning applicable American Standards Association specifications for buildings used by handicapped persons, write to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

7. FINANCIAL ASSISTANCE

The problems related to poverty have been the concern of organized society for many years. In early days, these problems were often dealt with on a person-to-person or neighbor-to-neighbor basis. Later, as recognition grew that unstructured giving by individuals did not solve the basic problem, voluntary agencies were established to provide help of a more organized nature.

With industrialization and rapid social change, there has evolved during the past three decades a broadened concept of governmental responsibility for the welfare of citizens. Under this philosophy, the alleviation of social and economic ills has become, for the greater part, the function of government; far-reaching programs of financial assistance operate under federal, state and local laws. Although public agencies today carry primary responsibility for basic maintenance assistance, voluntary agencies continue to meet specific, time-limited needs in this area. Voluntary and governmental agencies make constant efforts to develop and improve cooperative relationships in meeting the financial needs of individuals and families.

Standards for the administration of financial assistance programs rest on the following principles:

- ☐ The purpose of financial assistance is to provide basic maintenance for all people in need. While blind persons have the same basic needs as others, it is recognized that they also have particular needs and problems incident to blindness.
- ☐ Basic maintenance is a governmental responsibility. A voluntary agency provides financial assistance only in emergency situations for unusual, temporary or non-recurring needs, or to meet only those additional needs that are not met by public assistance programs.
- ☐ Assistance should be provided at levels adequate to maintain the health and well-being of families and individuals.
- ☐ Financial assistance should be given in cash and without delay.
- ☐ Assistance should be available to any person in need, whatever his age, race, religion, condition, political affiliation, residence or citizenship status.
- ☐ Provision should be made for specific needs, such as those deriving from blindness, other physical incapacity or old age.
- ☐ Policies and practices in the administration of financial assistance should reflect:
  - The right of the individual to assistance without loss of dignity.
  - The limitation of family financial responsibility to a spouse or to parents of minor children.
  - Incentives to seek and hold employment by allowing recipients of assistance to retain some portion of earned income.
  - Protection by law of the confidential nature of all welfare records relating to individual recipients.
  - An established channel for the review of individual grievances.
  - Concerted effort to improve the administration of services.
- ☐ There should be lay and professional participation in community planning and social action for adequate financial assistance.
- ☐ All agencies—specialized and general—have responsibility for social action to stimulate policy-making, law-making and administrative bodies to accept their role in providing for basic human needs.
- ☐ It should be the shared responsibility of voluntary and public agencies to interpret to the lay community the basic principles for the constructive giving of funds.

The standards which follow are general guidelines derived from the foregoing principles.

Does the agency provide direct financial assistance to clients? Yes ☐ No ☐
If yes, the agency should include *Part 7. Financial Assistance* in its self-study.

( ) 7.1 PLACE IN FUNCTIONAL STRUCTURE. When the granting of financial assistance is a service of a governmental or voluntary agency, the service is an integral part of the overall functional structure.

( ) 7.1.1 Administrative authority and responsibilities are clearly delineated in writing.

( ) 7.1.2 The granting of financial assistance is assigned to the staff principally responsible for determining client needs.

Comments:

( ) 7.2 PURPOSES. The granting of financial assistance, based on stated objectives, is designed to meet individual needs of clients and is part of the total service plan for an individual or family.

Comments:

( ) 7.2.1 Purposes for granting financial assistance are stated in writing.

Comments:

( ) 7.2.2 Written statements of policy and procedure for providing the service are available.

Comments:

( ) 7.3 POLICIES. Policies for granting financial assistance are made with appropriate participation of governing body and staff.

( ) 7.3.1 Policies are reviewed at specified intervals.

Comments:

( ) 7.4 COORDINATION WITH OTHER AGENCIES. The granting of financial assistance by a specialized agency serving blind persons is purposefully coordinated with other community services.

( ) 7.4.1 A definite plan exists for interagency coordination, collaboration and scheduled contacts.

( ) 7.4.2 An agency providing financial assistance recognizes the obligation to clear with and inform other affected services or agencies before instituting any major change in policy or service.

Comments:

PROGRAMMING FOR IMPROVEMENT

It is desirable for an organization to develop plans for improving its social services. Such planning usually flows from the ongoing evaluation in a continuous cycle of planning, implementation and assessment. The strengths and weaknesses uncovered through the self-study and evaluation process can assist in the development of a timetable for effecting further improvements. Participants in the planning include the governing authority, staff, persons served, as well as interested public and community groups and concerned citizens.

The following six questions are designed to permit the agency to describe its program for evaluation and improvement of these services. The questions are also designed to help the Commission on Accreditation evaluate the services in terms of one of the Commission's governing principles: "If deficiencies exist, the organization is willing to remedy them, and gives evidence of being capable of effecting the needed remedies within a reasonable period of time."

It should be borne in mind that the principles of evaluation and planning for improvement apply equally to weaker as well as stronger aspects of services. The questions that follow should be answered by indicating both: (a) specific plans for improvement where the standards presently are not met; and (b) further improvements planned where the standards presently are met.

1. What improvements were made in the last fiscal year?

2. What improvements are under way in the present fiscal year?

3. What improvements are definitely planned for the next fiscal year?

4. What improvements are contemplated in the long-range plan?

5. How are these improvements related to the ongoing planning and evaluation process of the organization?

6. What are the overall results of the social services in relation to the persons served?

MEMBERS OF SELF-STUDY COMMITTEE

Name	Identification (staff job title, board member, consumer, etc.)
Chairman: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date Completed _____

Date accepted by Coordinating Committee _____

Organization Name _____

LOOK FOR THIS SYMBOL OF QUALITY SERVICE

Accreditation conveys public recognition that an organization meets nationally accepted standards for quality services for blind and visually handicapped persons, responsible management and accountability.